

# Accessibility Plan

## Montgomery Infant School and Nursery

### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favorably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### 1. Starting points

#### The purpose and direction of the school's plan: vision and values

The aim of this policy is to set out the commitment of the Governing Body of Montgomery Infant School and Nursery to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively. Montgomery Infant School and Nursery provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice when meeting pupils Special Educational Needs, including a range of disabilities and makes its policy known to parents. Provision determined in Statements of Educational Need is made for those pupils who have them.

We believe there is an explicit link between inclusion and equal opportunities. "This does not mean treating all pupils in the same way. Rather it involves taking account of pupils varied life experiences and needs. This plan reflects our commitment to offer new opportunities to disabled pupils who have previously experienced barriers to learning and to provide personalized learning when appropriate.

The aims and values Of our school are inclusive; they reflect and inform our mission Statement which are embedded in the life of the school community.

*Montgomery Infant School and Nursery strives to motivate and empower everyone in the school community to **achieve** their full potential as life long **learners**, whilst nurturing their individuality in a **joyful** and **respectful** environment.*

Montgomery Infant School and Nursery has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. Montgomery Infant School and Nursery's commitment to equal opportunities is driven by the National Curriculum Inclusion Statement and involves the schools commitment to :-

- Setting suitable learning challenges;
- Responding to pupils diverse needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Our school commitment is to identify and remove barriers to disabled pupils in every area of school life. Montgomery Infant School and Nursery makes all children feel welcome irrespective race, colour, creed or impairment.

#### **Information from pupil data and school audit**

The Disability Discrimination Act defines a disabled person as 'someone who has a physical or mental impairment which has substantial and long term adverse effect on his or her ability to carry out normal day to day activities.' The definition is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy, asthma, arthritis and cancer. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'.

As a school we have an excellent record with regard to making reasonable adjustments for such children. This includes training on BSL, Speech Therapy, Autism training and training in emotional support.

As a school we have a long history of teaching pupils with a wide range of Special Educational Needs and, without exception, disabled pupils have been fully included in all aspects of school life.

The progress of disabled pupils is tracked and comparisons are made between the achievement and attainment of these children compared with their peers.

Where necessary adaptations are made to the curriculum and equipment available to ensure full access. There is full access to all parts of the physical environment for pupils. Adaptations are made to timings, playtimes, lunchtimes, school trips, after school clubs etc to meet the needs of children with social interaction impairments and medical needs. Emphasis is placed on the use of positive role models. Attendance of all disabled pupils is exemplary and where issues of illness are a particular feature of their disability the necessary adaptations to the school day are made. 'P' level data for pupils with Statements of Special Educational Needs or Educational Health Care Plans (EHCPs) is submitted to the Local Authority (LA) annually so that comparisons with similar pupil groups can be made.

#### **Views of those consulted during the development of the plan**

It is fully acknowledged at Montgomery Infant School and Nursery that 'children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters effecting them' Articles 12 and 13 UN Convention of the Rights of the Child. As a result the following plan has been written following consultation with pupils, Staff and Governors and fully takes into account their views and aspirations.

#### **2. The main priorities in the school's plan**

##### **Increasing the extent to which disabled pupils can participate in the school curriculum**

As a school our planning is differentiated to take account of the group/individual needs of all pupils including those with disabilities. The Learning environment addresses the diverse needs of all pupils. Highly trained and skilled teaching staff are responsible for leading and monitoring curriculum development and change and use their curriculum expertise to plan for all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations.

It is the SENCo's role to support Learning Support Assistants. She coordinates and facilitates training with all staff to develop whole school

awareness of disability and ways in which children can best be supported within the classroom and wider school context. The SENCo also coordinates advice given by outside agencies and ensures its full implementation. The SENCo has completed the national diploma in SEN coordination.

All pupils with a disability have equal access to the formal school curriculum and those available beyond the school day.

**Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

Building work has ensured that the school is accessible. The main focus for the development of the physical environment is.....??We continue to consult with Specialist Teacher Advisors and other agencies when considering the purchase of specialist equipment for individuals with disabilities.

**Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

As a school we currently share information with pupils with disabilities in a variety of ways:-

- Face to face discussion;
- Social stories;
- Simplified and modified language;
- Symbols on work e.g. smiley face for good work;
- Pre printed/ pictorial explanation of work. e.g. communicate in print
- One page profiles

**3 Management, coordination and implementation**

The Governing Body takes responsibility for ensuring that the schools' Accessibility Plan is implemented and reported on regularly.

The Accessibility Plan clearly set out lead responsibilities, resources and review mechanisms linked to success criteria.

### Accessibility Plan 2017-2019

<b>Action</b>	<b>By Whom?</b>	<b>When?</b>	<b>Monitoring</b>	<b>Report to</b>	<b>Success Criteria</b>	<b>Resources</b>
To provide regular training for 1:1 LSAs both in-house and external.	LA Specialist Teacher Advisors SENCO, SMT	ongoing as necessary	Regular discussions between LSAs, SENCo	SENCO/HT	All pupils with a disability will have equal access to the curriculum	LSA's SENCo
On going medical training for staff on key medical issues for current children e.g. dysarthria etc	School Nurse	ongoing as necessary	H.T. Recorded staff concerned to regularly update	SENCO/HT	All disabled pupils will be safe and all staff will be fully equipped to deal with necessary emergencies	CF medication Epi-pens Handouts School nurse
To liaise with nursery providers/other schools to review new entrants as and when they arrive/leave for all children and especially those with a disability	SENCo , EYFS teachers EYFS SENTA	ongoing as necessary	Headteacher	Head teacher/Governors	School will be fully aware of the disability needs of all parents/carers and pupils	Admissions Policy Admissions pack Care plan
To continue close liaison with outside agencies for pupils with ongoing health needs, eg cystic fibrosis, severe asthma, mobility difficulties	SENCo Class Teachers	On going	Headteacher Class teachers	Head teacher/Governors	Transition into school will be smooth and trouble free	SENCo Other professionals linked with individual children
Audit resources and information held in school with regard to SEN	SENCo	On going	Headteacher	Head teacher/Governors	All staff working with children with disabilities will be aware of resources in school to meet	All SEN resources

					individual needs	
Ensure that school trips are made accessible to all	Class Teacher to be made aware of possible accessibility/medical issues and then share with parents/SENCo. CT to liaise with site to be visited & make aware of needs.	Prior to each trip Risk assessments	Headteacher Class teachers in charge of particular trips	Head teacher/Governors	All pupils will be able to access all trips	Class Teacher
Teachers planning includes as a matter of course opportunities for all pupils to take part and achieve	Class Teachers SENCo	Already in place but ongoing monitoring to take place on a termly basis	Headteacher	Head teacher/Governors	All planning will continue to meet the need of every individual child	Teachers planning and subsequent resources
One Page Profile's and One plans continue to accurately reflect the needs of individuals and plans for interventions that are 'additional to and different' from those provided for other pupils	Class Teachers SENCo SENTA	Already in place SENCo to continue to monitor	SENCo/ Headteacher / specialist teachers	Head teacher/Governors	One plan and one page profiles will accurately map out the next steps in learning.	One plan and one page profile Supporting resources dependent on specific individual needs
To ensure full access to the curriculum by promoting the involvement of all disabled pupils in classroom activities where appropriate	SENCo in conjunction with SENTA Class Teacher and Teaching Assistants	Actioned and ongoing termly	Head teacher/ SENCo	Head teacher/Governors	All pupils will have access to the appropriate targeted intervention to meet their needs and this will be carefully monitored	Provision map Resources TA's Class Teachers SENCo

					and tracked	
Ensuring disabled parents have every opportunity to be involved at their level where appropriate	All staff	On going	Head teacher, staff governors	Head teacher/governors	All parents will be fully included & involved in school life in the same way.	TA's Class Teachers SENCo, office staff
To ensure driveway, roads, paths around school are as safe as possible	Site manager premises committee All staff to be aware	On going	Site manager, head teacher, governors	Head teacher, site manager/governors	When moving around the school, children will be protected by smooth paths to try and limit falls.	Site manager, any specialized equipment